

N.B.—These Programmes must be used in conjunction with *An Essay Towards a Philosophy of Education* (see N.B. 2).

Programme 123†

L<sub>5</sub>

( April to July, 1932.  
Sept. to Dec., 1932, overseas. )

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

FORMS VI. & V.

(Ages 15 to 18).

PUPILS' NAMES.....

#### Scripture.

VI. & V. *The One Volume Bible Commentary*, by J. R. Dummelow (Macmillan, 10/-) : (a) *Ezekiel*, chapters 33-38, pp. 512-516 ; (b) *Haggai*, pp. 595-598, with reference to *Ezra*, pp. 270-278 ; (c) *The Epistle of St. James*, pp. 1031-1038. *The Saviour of the World*, Vol. III. (P.N.E.U. Office, 3/-), pp. 129-187, with Bible text (see Index).

For Sunday reading (optional) :

- VI. Stanley's *The Eastern Church* (Dent, 2/-), pp. 253-323. *A Short History of Our Religion*, by D. C. Somervell (Bell, 5/-), pp. 101-211. *The World of the New Testament*, by T. R. Glover (Cambridge, 6/-). *Christianity and Science in the Twentieth Century*, by Rev. A. E. Baker (Eyre & Spottiswoode, 2/-). Browning's *Christmas Eve and Easter Day*.
- V. Stanley's *Sinai and Palestine* (Murray, 4/-) pp. 125-179. *Life of Gordon*, by Sir William Butler (Macmillan, 3/6). *The Clash of Colour*, by Basil Mathews (E.H.P., 2/-). Browning's *Saul*, *Rabbi Ben Ezra*, and *An Epistle*.
- VI. & V. *Daily Readings and Notes* (Series A), monthly schemes, from the Secretary, B.R.F., 19, Old Queen St., London, S.W. 1 (2/6 a year). *The Adventure of Paul of Tarsus*, by Rev. H. F. B. Mackay (Philip Allan, 7/6), pp. 96-205. Tennyson's *The Holy Grail* and read from *In Memoriam*.

† The 123rd term of work set since the Parents' Union School began.



Composition. (The daily "reports" also come under this heading.)

- VI. & V. A good *fréens* (see Morgan & Treble below, Section IV.). Essays on subjects suggested by the term's work in Literature, History, Science, or, on topics of the day. Occasionally write verses, *which must scan* (see Morgan & Treble, Section VII.). A *Dictionary of Modern English Usage*, H. W. Fowler (Oxford, 7/6).

#### English Language.

Both Forms, parse and analyse every week.

- VI. Taylor's *Words and Places* (Dent, 2/-), pp. 151-297. On *the Art of Reading*, by Sir A. Quiller-Couch (Cambridge Press, 5/-), pp. 107-216.
- V. For revision and reference (Accidence, Syntax, History of Language, etc.) use *A Senior English Grammar*, by R. B. Morgan & H. A. Treble (Murray, 3/6). Trench's *English Past and Present* (Dent, 2/-), pp. 111-158; Lectures IV, and V.).

Literature (Books set include holiday and evening reading).

- VI. & V. (a) *Balaustion's Adventure*, by Robert Browning (*Poetical Works*, Vol. XI., Murray, 3/6); (b) Shakespeare's *King Lear* (Verity's edition, Cambridge Press, 2/6); (c) Read from Browning's *Poems*, Vol. II. (Dent, 2/-).
- VI. (d) Dowden's *Life of Browning* (Dent, 2/-); (e) Walter Pater's *Greek Studies* (Macmillan, 3/6); on *Demeter and Persephone*, and *Greek Sculpture*; (f) *Horæ Subsecivæ*, by Dr. John Brown (Oxford, 2/-), Lectures 1, 2, 5, 9, 10, 12-14; (g) *Vittoria*, by George Meredith (Constable, 5/-); (h) *Villette*, by Charlotte Brontë (Nelson, 1/6); (i) *Come Hither*, by Walter de la Mare (Revised Edition, Constable, 10/6); (j) *Oxford Book of English Verse* (Oxford Press, 8/6).
- V. (d) *Brewton*, by Samuel Butler (Cape, 3/6); (e) *Atalanta's Race*, etc., by William Morris (Dent, 1/4); (f) read from Tennyson's *Poems* (Vol. I., Dent, 2/-, or complete, Macmillan, 4/6); (g) *Northanger Abbey*, by Jane Austen (Dent, 2/-), or, Mrs. Gaskell's *North and South* (Oxford, 2/-), or, Charlotte Brontë's *Shirley* (Nelson, 1/3); (h) Mrs. Gaskell's *Life of Charlotte Brontë* (Oxford 2/-); (i) *The Book of English Poetry* (Jack, 7/6), contemporary poets. For reference only, *English Literature*, by A. J. Wyatt (University Tutorial Press, 3/-).

Keep a Commonplace Book for passages that strike you particularly. Learn a hundred lines of poetry. Be able to give some account of what you have read in each book, with sketches of the chief characters.

#### English History.

- VI. *British History in the Nineteenth Century*, by G. M. Trevelyan (Longmans 12/6), pp. 324-424 (1857-1901).
- V. *A Short History of Great Britain Since 1714*, by R. B. Mowat (Oxford, 3/6), pp. 603-683 (1858-1901); or, better, read from Trevelyan with VI.

#### General History.

- VI. *The Legacy of the Ancient World*, by W. G. De Burgh (Macdonald & Evans, 15/-), pp. 395-434. *Modern History 1750-1925*, by H. W. Hodges (Blackie, 7/6), read from pp. 210-276 (contemporary with Trevelyan, above). *Garibaldi and the Thousand*, by G. M. Trevelyan (Nelson, 2/6).
- V. *Ancient Times*, by J. H. Breasted (Ginn, 10/6), pp. 140-200. *Medieval and Modern Times*, by J. H. Robinson (Ginn, 10/6), (latest edition), contemporary European history from pp. 626-727 (1858-1913).
- VI. & V. Continue a Book of Centuries (P.N.E.U. Office, 1/9, or better, 2/6; see illustrated leaflet by Miss Bernau, P.N.E.U. Office, 6d.), putting in illustrations from all the history studied during the term (Bible, English, General). Visit museums. Make summaries of dates and events. Use maps. Make charts. *History Charts* (P.N.E.U. Office, 6d.).
- Smith's *Classical Dictionary* (Dent, 2/6). *An Atlas of Ancient and Classical Geography* (Dent, 2/6).

#### Every-Day Morals and Economics.

- VI. Plato's *Four Socratic Dialogues: The Apology* (Oxford Press, 4/6). *Everybody's Business*, by Hartley Withers (Cape, 10/6), pp. 17-116.
- V. *Ourselves*, Book II. (P.N.E.U. Office, 3/6), pp. 68-103. *The Duties of Man*, by Joseph Mazzini (Dent, 2/-), pp. 1-59.

#### Geography.

- VI. *Frequented Ways*, by M. J. Newbigin (Constable, 15/-), pp. 265-312. Darwin's *Naturalist's Voyage in H.M.S. Beagle* (Dent, 2/-), pp. 1-168. *A Shorter Physical Geography*, by E. de Martonne (Christophers, 7/6), pp. 208-254.
- V. *The English Speaking Nations*, by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 1-69, with *Amble-side Geography Book V.* (1931 edition, Kegan Paul, 5/-), for reference and map work. Huxley's *Physiography* (revised edition, Macmillan, 5/-), pp. 361-415, or, take Martonne, with VI. Mort's *An Elementary Practical Geography* (Blackie, 2/6), pp. 25-37.

Philip's *Pocket Surveyor* (Philip & Son, 2/6), will be found useful.

- VI. & V. Know from atlas (gazetteer) something about foreign regions coming most into note in the newspapers, and in connection with history, etc., studied. Summarise readings by memory maps on blackboard. Some account of the Physiography of your neighbourhood, with diagrams.

*The Oxford Advanced Atlas*, by J. Bartholomew (1931, Oxford, 10/6), or *The World-Wide Atlas* (Johnston, Edinburgh, 10/-).



# General Science.

- VI. *Discovery*, by Sir Richard Gregory (Macmillan, 3/-), pp. 1-124. *The Great Biologists*, by Sir J. Arthur Thomson (Methuen, 2/6), pp. 1-59.
- V. *Scientific Ideas of To-day* (1925 edition), by C. R. Gibson (Seeley, 6/-), pp. 230-284.
- VI. & V. *Gairdner's Geology* (revised 1927, Macmillan, 7/6), pp. 237-275. Some account of the geology of your neighbourhood, drawing sections.
- The Ordnance Survey Geological Map of the British Isles* (Stanford, 2/-). *Geological Map of Europe* (Oxford Press, 2/6).

# Biology, Botany, Physiology, etc.

- VI. *The Study of Animal Life*, by Sir J. Arthur Thomson (Murray, 6/-), pp. 100-137. *The Romance of the Human Body*, by R. C. Marria (Gardner, Darton, 5/-), pp. 131-174.
- V. *Botany*, by D. Thoday (Cambridge Press, 7/6), pp. 278-299, 300-334, and 421-445. For suggestions for out-door work: Dr. Cayer's *Botany* (University Press, 8/6) will be found useful, see questions following chapters ix., xiii., xv., xvii. (Foliage leaves, flowers, flower families.)
- Specimens must be found, if possible, for all botanical work, and experiments must be made. Keep a *Nature Note Book* with flower and bird lists (P.N.E.U. Office, 2/3).

# Astronomy.

- VI. *The Mysterious Universe*, by Sir James Jeans (Cambridge Press, new edition, 2/-), pp. 86-138 (98-150 in the old edition).
- V. *The Story of the Heavens*, by Sir R. S. Ball (Cassell, 15/-), pp. 315-371, chapters 15 and 16.
- Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations and planets visible. *Stars at a Glance* (Philip, 1/6).

# French.

- VI. & V. *L'Enseignement Littéraire du Français*, by J. Molmy, Vol. II. (Hachette, 3/-), lessons 76-82. *Three Plays*, by A. de Musset (Nelson, 2/-), pp. 77-145, *On Ne Badine Pas*. Take a French paper (list can be obtained from Hachette).
- VI. Rosland's *L'Aiglon* (Hachette, 3/6). *The Oxford Book of French Verse* (Oxford Press, 8/6).
- V. Daudet's *Le Petit Chose* (Harrap, 2/-). *A Book of French Verse* (Oxford Press, 4/-), learn two poems.

# Latin.

- VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 68-83; 128-133, 143-144. *Limn*, Part II. (Murray, 2/6), pp. 243-292. *A Book of Latin Poetry* (Methuen, 2/-). *A Book of Latin Letters*, edited by R. G. O. Levens (Methuen, 3/6), pp. 22-43.
- V. *Limn* (Murray, 2/6), pp. 134-172, or, (second year), pp. 237-268. *Virgil's Aeneid Book IX*, with notes, etc., by Rev. H. M. Stevenson, M.A. (Macmillan, 2/-), lines 590-818.

*Dies Romani*, by W. F. Witton (Arnold, 2/-), may be used for practice in translation.

# German.

- VI. & V. *A Public School German Primer* (Macmillan, 4/-). VI.: revise pp. 158-188. V.: pp. 51-63, inclusive. Learn poems from *Deutsche Lyrik* (Macmillan, 3/6).
- VI. *Sappho*, by F. Grillparzer (Macmillan, 3/-).
- VI. & V. Freytag's *Soll und Haben*, edited by G. T. Files (Harrap, 2/6).
- V. Freytag's *Die Journalisten*, edited by W. T. Toy, (Harrap, 2/6).

# or, Italian.

- VI. & V. *Italian Lessons and Readings*, by C. U. Clark (Harrap, 4/6): read from Part II., using Part I. and Appendices for studies in Grammar. *Italian Irregular Verbs* (Hachette, 1/-). For conversation practice, *Brush Up Your Italian*, by G. Tassimari (Dent, 2/6).
- VI. Read three cantos from Dante's *Il Purgatorio* (Dent, 2/-). *Le Mie Prigioni*, by Silvio Pellico (Hachette, 2/6). *The Hundred Best Italian Poems* (Gowans & Gray, 1/-).
- V. *All' Aria Aperta*, by Renate Fucini (P.N.E.U. Office, 1/8). *First Book of Italian Verse*, selected by John Purves, M.A. (Oliver & Boyd, 6/-).

# Arithmetic.

- VI. & V. Dr. Ballard's *Fundamental Arithmetic*, Book VI. (London University Press, 1/1), pp. 44-68; Teacher's Book VI. (2/3) is also essential. For mental work, *Arithmetical Dictation*, Book VI., by Alfred Wisdom (U.L.P., 1/3). Exs. 374-400.
- or (second year) Dr. Ballard's *Fundamental Arithmetic*, Book VII. (1/4), pp. 30-61, 93-94, 103-108 (sets G-I), with Teacher's Book VII. (2/6).

# Geometry.

- VI. & V. *A Shorter School Geometry*, by H. Hall and F. Stevens (Macmillan, 4/6), pp. 222-231; or, (second year), pp. 262-269, and revise section IV.
- The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

# Algebra.

- VI. & V. *A School Algebra*, by H. Hall, Parts I. and II. (Macmillan, 4/6), pp. 207-213 and 228-231; or, (second year), 301-309, 311-314, 325-331.

# Art Studies.

- VI. *The Painters of Florence*, by Julia Cartwright (Murray, 6/-), chapters 24-27, inclusive. *A Short Critical History of Architecture*, by H. Heathcote Statham, Vol. II. (Batsford, 6/-), pages 265-361.
- V. *Schools of Painting*, by M. James (Methuen, 6/6), chapters 29 and 30, and Appendix B. *The Story of Architecture*, by P. L. Waterhouse (Batsford, 6/-), pp. 59-105.
- For reference: *Styles of Architecture*, by A. Stratton (Batsford, 1/6).
- VI. & V. Six reproductions of works by Watts (P.N.E.U. Office, 2/- the set); see notes in the April Parents' Review.



#### Reading.

*The Speaking Voice*, by Emil Behnke (Curwen & Son, 7/6), pp. 194-206. *The Art of Reading and Speaking*, by Canon Fleming (Arnold, 3/6).

#### Music Appreciation.

The work of Dvořák: see (a), article, and (b), records suggested under *Our Work*, in the April *Parents' Review*. *The Enjoyment of Music*, by A. W. Pollitt (Methuen, 5/-).

#### Music.

Choose and learn suitable compositions by Dvořák.

(a) *The Growth of Music*, by H. C. Colles (Oxford Press, 10/6). (b) *Foundations of Practical Harmony and Counterpoint*, by R. O. Morris (Macmillan, 7/6), four chapters each term; see preface. (c) For revision, *Elements of Music*, by F. Davenport (Longmans, 1/6).

#### Singing.

Two English and two French songs; two German songs or two Italian songs.

National or Folk Songs from *Songs of the British Islands*, edited by Sir H. Hadow (Curwen, 6/-), or, from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6); *The Clarendon Song Books*, Books V. & VI. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each).

#### Drill, etc.

Daily drill, dancing or games.

A *Manual of Free Standing Movements*, by H. D. Hassum (Hachette, 1/8). *Syllabus of Physical Training for Schools*, 1927, Supplement No. 12 (H.M. Stationery Office, 4d.). Six Country Dances: *The English Country Dance*, Graded Series, Vols. VI.-VIII. (Novello, 3/- each); music and instructions for six dances in each volume. Tennis.

#### Work: Arts and Crafts.

*The Basis of Design*, by Walter Crane (Bell, 10/-), pp. 91-159.

(a) Clay modelling.

(b) Choose a craft from *Drawing, Design and Craftwork*, by F. J. Gloss (Batsford, 12/-), pp. 182-210.

(c) Studies in design for special materials.

(d) Perspective sketching; see Gloss, pp. 159-169.

(e) Design and work some embroidery, and make a garment.

See *Art in Needlework*, by Lewis F. Day and M. Buckle (Batsford, 7/6); *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6).

(g) Do some definite house and garden work. Darn and mend each week.

*Practical Housecraft*: (1) *Housewifery*, (2) *Laundry*, (3) *Cookery* (Longmans, 6d. each).

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

The Cambridge School Certificate Examination may be taken on the work set in the P.U.S. Programme for Form V. For further particulars write to the Director, The Parents' Union School, Ambleside.

#### GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for her age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons. Form VI. work should not be attempted unless the full two years' work has been done in Form V. (Ages in V., 15 to 17).

N.B. 2.—For principles and methods of teaching the various subjects see *An Essay Towards a Philosophy of Education* (7/6), *Parents and Children* (5/-), (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 4.—Each pupil should have a copy of her own books, and a set of the Pictures and materials. It is essential to have the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 7.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 8.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

**To Ex-P.U.S. Members and Ex-Students of the House of  
Education taking the P.U.S. Reading Course.**

Bibliographies for further reading will be found in *The Legacy of the Ancient World*, *Ancient Times*, *Medieval and Modern Times*, Hodges' *Modern History*, Trevelyan's *British History*, *The Study of Animal Life*.

The following books are also suggested: *The Faith of a Moralist*, by A. E. Taylor, Gifford Lectures, Series I. (Macmillan, 15/-); Bishop Gore's *The Philosophy of the Good Life* (Murray, 10/6); *The Testament of Beauty*, by Robert Bridges (Oxford Press, 7/6); *The Letters of Gertrude Bell* (Benn, 8/6); *Schliemann of Troy*, by Emil Ludwig (Putnam, 21/-); *The Life of Cecil Rhodes*, by Basil Williams (Constable, 15/-); *The History of British Civilization*, by E. Wingfield-Stratford (Routledge, 15/-); *Economic Prosperity in the British Empire*, by Stephen Leacock (Constable, 7/6); *The Nature of the Physical World*, by Sir A. S. Eddington (Cambridge Press, 12/6); *The Universe Around Us*, by Sir James Jeans (2nd edition, Cambridge Press, 12/6).



# Parents' National Educational Union.

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AMBLESIDE.)

Motto : "*I am, I can, I ought, I will.*"

### FORMS VI. & V.

PUPILS' NAMES.....

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#### Scripture.

- VI. & V. 1. (a) "O, son of man, I have set thee a watchman."  
(b) "Son of man, prophesy against the shepherds of Israel." (c) "Son of man, can these bones live?"  
Give the context and the prophetic teaching in **two** cases.
2. Describe, from the historical text of Ezra, the circumstances under which the "Word of the Lord came by Haggai the prophet."
3. Give the substance of Haggai's messages, quoting verses where you can.
4. Write briefly upon (a), the author, (b), the character and contents, of the "Epistle of St. James." What is its special value to Christians to-day? Quotations.
5. Write, in verse or prose, upon our Lord's charge to the Twelve, commenting upon (a) dangers, (b) fears, (c) the Cross.

### Composition.

- VI. & V. 1. A letter to *The Times*, on the importance of **one** of the following.—(a) the Ottawa Conference, (b), the Disarmament Conference, (c), a day in the country for slum children: an appeal.
2. Some verses, which must scan, on **one** of the following (not chosen under Literature).—(a), Alkestis, (b), Demeter and Persephone, (c), Atalanta, (d), the birth of a star, (e), rain after drought.

### English Language.

- VI. & V. 1. Analyse the following, and parse the words in italics:—

" . . . . . When *any* master holds  
'Twixt chin and hand a violin of mine,  
He will be glad *that* Stradivari lived,  
Made violins, and made them of the best.  
The masters *only* know *whose* work is good:  
They will choose mine, and while God gives them *skill*  
I give them *instruments to play* upon,  
God *choosing* me to help Him."

- VI. 2. Write upon the historical significance of (a) English village names, *or*, (b), the street names of London.

3. An essay on "Reading the Bible."

- V. 2. Give five examples each of words that have been (a) widened, (b) narrowed, in meaning, writing short notes on them.

### Literature. (Answer three questions only.)

- VI. & V. 1. Give (a), the story of the Alkestis, *or*, (b), the song of Demeter and Persephone—a version.

2. "Each of the principal personages" (in *King Lear*), "according to his character, is made to offer an interpretation of the great riddle of life." Write upon two of the characters in this connection.

3. Give the substance of one of (a), Browning's, *or*, (b), Tennyson's longer poems, quoting favourite lines.

4. Gather together some impressions of the political, or social, history of the period from the novels read this term, giving a characteristic scene from one of them.

- VI. 5. (a) "The spiritual life individual," *or*, (b), "The spiritual life corporate." Follow Browning's argument on (a), from *Easter Day*, *or*, on (b), from *Christmas Eve*.

6. A short essay on *Balaustion's Adventure*, its source and contents, showing that Browning is both poet and commentator.

- V. 5. An aeroplane makes a forced landing in "Erewhon."

6. Which of the characters in one of the novels you have read would you most like to meet? Justify your choice.

### English History.

- VI. 1. Show by what steps and under what leaders (from 1867-1875), the new theory of Britain as a democracy was established.

2. Describe the rise of British socialism.

3. Summarise, with dates, the work of (a), Lord Salisbury, (b), Chamberlain, (c), Rhodes, as regards Imperialism.

- V. 1. Sketch briefly the career and policy of (a), Gladstone, *or*, (b), Disraeli. Dates.

2. "In 1880 Africa was still the Dark Continent, mysterious and wonderful." Indicate briefly, with dates, the changes that took place up to 1900.

3. Describe the cause and course of the American Civil War. Dates.

### General History.

- VI. 1. "The power of ancient culture to learn and shape Civilisation is seen . . . in the age of the Renaissance." Write an essay on this theme.

2. An essay on the work of the British Imperial Mission (a), in India, *or*, (b), in Egypt.

3. "The work of the redemption of Sicily is the work of our own redemption." Explain the significance of Garibaldi's words and trace the events that followed. Dates.

- V. 1. Give some account of the Assyrian Empire, its extent and civilisation under Sargon II. and Sennacherib. Dates.

2. Describe the changes that preceded the Revolutions in (a), China, *or*, (b), Russia. Dates. What do you know of present conditions in (a), *or*, (b)?

### Every-Day Morals and Economics.

- VI. 1. Give, as far as you can, some of the thoughts of Socrates after he was condemned.

2. An essay on "Work and Reward."

- V. 1. Write upon (a), poetry, (b), history, as instructors of conscience. Examples from this term's reading.

2. By what arguments does Mazzini show that "there is no life without a law"?

### Geography.

- VI. 1. Compare and contrast the Paris Basin and the North Italian plain. Show fully in *one* case how geological causes have affected the origin and life of the towns.

2. Write upon (a), the extinct animals, (b), the birds, studied by Darwin during his stay at Bahia Blanca.

3. Write upon desert topography and the forces that influence it. Write a short note on recent desert exploration.

- V. 1. Show how the adventurous seamanship of the sixteenth century sowed the seeds of the British Empire all over the world.

2. Write fully upon the causes and variation of tidal action.

3. Copy a small area of an ordnance survey map (showing contours), of a mountain district. Explain how you would best cross the area on foot, and describe the view in the direction in which you are walking.



### General Science.

- VI. 1. Write notes on the work of the following men of science. — Aristotle, Galen, Lavoisier, Linnæus. Dates.
- or, 1. Write a short address, as for a Guide Patrol, on the right spirit in which to approach Nature Study.
- V. 1. Write upon the discovery of X-rays and their production.
- VI. & V. 2. Give some account of the Cambrian System of Palaeozoic rocks, with special reference to any strata you have seen.

### Biology, Botany, etc.

- VI. 1. Write upon "the care of offspring" in animal life.
2. Write fully upon the structure and work of the heart.
- V. 1. To what families do the following flowers belong? Describe **one** in detail from a specimen, giving a floral (a), diagram, and (b), formula: *poppy, campion, cinquefoil, broom, honesty*.
2. What special habits of growth are exhibited by (a), climbing plants, (b), water-plants? Illustrate fully.

### Astronomy.

- VI. 1. "Space and time separately have vanished into the merest shadows, and only a sort of combination of the two preserves any reality." What illustrations does Sir James Jeans give that help you towards some understanding of this "space-time continuum"?
2. "Modern science . . . insists on the finiteness of space at all costs." Give, as far as you are able, some modern scientific ideas on the nature of the universe.
- V. 1. "The planetary system is bounded on one side by Mercury and on the other by Neptune." How far should this statement be changed in the light of recent discovery? Give a brief account of the discovery of Neptune.
2. What explanations do astronomers give of the sudden appearance and movements of comets? Explain fully, with diagrams.

### French. (All answers to be written in French.)

- VI. & V. 1. Write a résumé of *On Ne Badine Pas avec l'Amour*.
- VI. 2. Write a short account of the Duke of Reichstadt, as portrayed in *L'Aiglon*.
- V. 2. Write an incident from the childhood of Daudet (*Le Petit Chose*).
- VI. & V. 3. Write, from dictation, *Three Plays* (de Musset), page 243, "O Puissance . . . à Dieu."

### Latin

- VI. 1. (a) Write the 3rd persons singular and Plural of (1), the Present Indicative of *fio* and of *fero* (Active), (2), the Present and the Imperfect Subjunctive of *volo*, (3), the Future Indicative of *eo*. (b) Write the comparative and superlative of: *vetus, pius, male, magnopere, parum*.
2. Make and translate sentences to illustrate the three kinds of Conditional Sentences.
3. Either "*A Book of Latin Poetry*" (Rieu), (a) Translate No. 18, (b), re-read and write a narration in Latin, or, scan line 5 and parse each word in it.
- or, *A Book of Latin Letters* (Levens), (a), Translate No. 21, Par. 1, "Gaudeo . . . suscipiatis." (b) Re-read and write a narration in Latin.

### (Second Year.)

- V. 1. From *Æneid IX.*, scan lines 625-629 inclusive.
2. Translate: (1) The enemy must be conquered and the city captured. (2) There was no one who could come up with reinforcements. (3) They waited in the town till the soldiers should drive back the enemy.

### (First Year.)

- V. 1. Decline the singular of *mons ingens*, the plural of *animal celere*.
2. Translate: (1) In what valley did they pitch their camp? (2) We ought each to love his own country. (3) The Romans saw many Britons standing on the rocks and holding javelins in their hands.

### (First and second years.)

3. *Æneid*, Book IX., (a) Translate lines 664 to 671, "It clamor . . . rumpit." (b) Either re-read and narrate in Latin, or, parse *it, arcus, sternitur, fictu*.

### German.

- VI. & V. 1. Write, from dictation, *Soll und Haben*, page 14, "Schon stand . . . Hause an."
2. Describe (VI.), the welcome of Sappho at Olympia, (V.), a scene from *Die Journalisten* in which Adelheid takes part.
3. Translate into German, (VI.), *Proverbs*, chapter III., verses 12-18; (V.), Siepinann, page 257, No. 6.

### Italian.

- VI. 1. Translate into Italian, — *Garibaldi and the Thousand*, page 112, "When Garibaldi . . . in their eyes."
- V. 1. Write a conversation in Italian which would be useful in travelling.
- VI. & V. 2. Write, from dictation, a short poem from your anthology.
3. Write a short incident from one of the books you have read this term.



### Arithmetic.

(Second Year.)

1. The difference between the Simple and the Compound Interest on a certain sum for three years at 5 per cent is £12 4s., what is the sum?
2. Two trains, the faster of which travels at 60 miles an hour, pass each other in 15 sec. when moving in opposite directions, and in 1 minute when moving in the same direction. Find the rate of the second train in miles per hour.
3. Two cylindrical vessels are filled with water. The diameter and height of the first are both 1 ft., and the diameter and height of the second are both 1 ft. 6 in. Find the area of the base of a third cylindrical vessel, which is 10 in. in height, if it hold as much water as the other two together.  
( $\Pi = \frac{22}{7}$ )

(First Year.)

1. A man motors 2217.6 kilometres in a week of 6 days, travelling on an average 6.56 hours a day. What is his average speed in miles per hour if 1 metre = 3.28 feet?
2. If a candidate at an examination obtains for Reading 31 marks out of 40, for Composition 48 out of 60, for English 78 out of 90, for Arithmetic 81 out of 120, for History 42 out of 60, and misses the Geography paper (50 marks possible); what is his average percentage of marks?
3. Find the sum of 4812 farthings, £17.675,  $\frac{37}{80}$  of £1, and  $2\frac{1}{2}$  per cent of £30.

### Geometry.

(Second year.)

1. Show how to find a third proportional to two given straight lines.
2. The frontages of 3 houses occupy a total length of 70 yards. If these frontages are in the ratio 6 : 4 : 5 find, by drawing to scale, the frontage of each house.
3. Prove that the angle in a semi-circle is a right angle.

(First Year.)

1. Prove geometrically that  
( $a^2 - b^2$ ) = ( $a - b$ ) ( $a + b$ ).
2. In an obtuse-angled triangle the square on the side subtending the obtuse angle is equal to the sum of the squares on the other two sides together with twice the rectangle contained by one of these sides and the projection on it of the other side.
3. In a triangle ABC, AB = 3, BC = 5, CA = 8; BC is produced to D so that CD = 5. Calculate AD.

### Algebra.

(Second Year.)

1. A man arranges to pay off a debt of £2400 in 30 annual instalments, paying £2 more each year. Find the value of the first and third instalments.
2. The geometric mean of 2 numbers is greater than one of them by 8 and less than the other by 24. Find the numbers.
3. Simplify

$$(i.) \frac{2y^{-\frac{2}{3}} - 2y^{-\frac{1}{3}} + 1 - y^{\frac{1}{3}}}{3 - 3y^{\frac{1}{3}} + 4y^{\frac{2}{3}} - 4y}$$

$$(ii.) \frac{(x - x^{-1})(x^2 + x^{-2}) + (x + x^{-1})(x^2 - x^{-2})}{(x + x^{-1})^2 + (x^2 + x^{-2})}$$

(First Year.)

1. Simplify

$$(i.) \frac{a^2 - (b - c)^2}{(a + c)^2 - b^2} + \frac{b^2 - (c - a)^2}{(a + b)^2 - c^2} + \frac{c^2 - (a - b)^2}{(b + c)^2 - a^2}$$

$$(ii.) \frac{x^2 + 3x - 4}{x^2 - 1} \div \frac{x^2 - 16}{x^2 + x}$$

2. A, who can ride one mile an hour faster than B, starts to overtake B when B has already gone 2 miles, and overtakes him after going 20 miles. At what rates do they travel?
3. A man has £1000 invested partly at 4 per cent, partly at 5 per cent. His total income is £48. Find the amounts of his investments.

### Art Studies.

- VI. & V. 1. Describe, with a rough sketch of the composition, "Sir Galahad," by G. F. Watts.
2. Write a short account of the work of (a), Michael Angelo, or, (b), Turner, describing in detail one of his works.
- VI. 3. An essay on (a), Norman Architecture in England, or, (b), Early Saracenic Architecture. Illustrations.
- V. 3. "Roman Architecture was not an independent creation." Explain and describe the forms which architecture assumed in the hands of the Romans. Illustrations.

### Painting.

1. A study in colour illustrating,—"A garden is a love-some thing, God wot."
2. A design suitable for (a), a leather pocket book, (b), a wooden panel. Make some notes showing the relation of design to material.



**Music Appreciation.**

What works of Dvořák have you heard this term? Write fully upon (a) a work that expresses his national spirit, or, (b), upon the Symphony "From the New World."

**Reading.**

Father to choose an unseen (a), essay, (b), poem.

**Music.**

Report progress.

**Singing.**

Father to choose an English, a French, and a German song.

**Drill.**

Drill, before parents.

**Work.**

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

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**The Summer Examination is optional.**— Parents and Teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

N.B.— OVERSEAS MEMBERS may send in written work for examination at the end of *any two* terms in the year.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.